



**HIST 1302 Sec 060  
United States History II  
Spring Semester 2024  
TCISD High School**

**Instructor Information:** Dr. Talbert L. Davis

[Tdavis1@com.edu](mailto:Tdavis1@com.edu)

**Student hours and location:** High School Campus 12:20-1:05pm

**Required Textbook/Materials:** We will utilize the American Yawp Reader. I have downloaded the PDF version and have attached the document in announcements.

[The American Yawp](#)

**Course Description:** History 1302 is a survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

This course will emphasize political, social, and economic developments, as well as other significant topics. This course (a) meets the requirements of a college transfer course for four-year degree programs (b) prepares students for upper-division coursework in history (c) prepare students for the academic rigors of upper-division coursework in the social sciences (d) prepares students for developing their critical thinking skills.

**Course requirements:**

**Exams:** There will be **four exams** during the semester with a value of **100** points each, 70 points for a Multiple-Choice portion, 30 points for the Essay portion. Exam material will be drawn from quizzes, assigned readings, D2L assignments and all class activities Students should pay particular attention to terms in the study guides, which will be distributed prior to each exam. Each exam may consist of multiple-choice questions, short answer, and map questions.

## **Core Objective: Critical Thinking**

**Assessment Quizzes:** In addition to the four exams, there will be **10** quizzes in D2L to assess your progress between major exams. Quizzes will count for a total of 100 points (10 points for each quiz). **Like exams, quizzes cannot be made up.** Missed quizzes receive a grade of zero. **Quizzes address the following Core Objective: Critical Thinking.**

**Textbook Readings, Videos, Podcasts and Lessons will all include information that will be on quizzes and exams. These will open each week with the appropriate material.**

**Discussion Board:** There will be 5 Discussion Board entries. Initial posts need to be at least 100 words and a thorough discussion of the topic question presented. Students must respond to at least two other posters for full credit. Each discussion board post is worth 20 points. Please review the discussion board etiquette in D2L.

**Movie Critique:** I have a list of suggested movies in D2L. Choose a film appropriate for our class. After watching the movie, you will write a two-page typed paper about the film. You will address the question of how this movie/documentary fits into the class discussions we have had. Is this an accurate representation of what we have been studying? **See course schedule for due date.** Upload your finished paper to D2L.

**Overview:** History is a craft and writing are the craft of the historian. It is the medium that any historian must use to disseminate interpretations of the past to the public and fellow historians. In many ways the historian is much like a detective; gathering and evaluating evidence, forming hypothesis and drawing conclusions in order to find out who done it. History is not memorizing facts, dates and people; it is how the historian analyzes and interprets information. Film is history, it is a source that can be analyzed and interpreted.

**Description:** A film analysis is not a review or summary of the plot; it should go deeper into analysis and reaction. It should discuss the issues raised by the film, address the film's importance and purpose, state reactions to the content and quality of the film, and connect it to ideas and material presented in class. IT should be a minimum of 2 pages and include the following (in any order you choose). **Please use the approved movie list. If you use a movie not on the list, you must email your instructor for approval. Do not use other sources to analyze the movie, you will use only the movie itself.**

### **Procedure:**

- **Describe the film in general terms.**
  - **What subjects does it cover.**
  - **Describe the plot and setting.**
  - **What issues does it raise?**
  - **What do you see as the main purpose of the film?**

- **What is the major theme(s) of the film? Go into detail describing the themes.**
- **Evaluate the film for quality and interest. (Give plenty of detail)**
  - **Comment on the screenplay, acting, direction, and production values and music.**
  - **Are any literary techniques such as symbolism, character development and foreshadowing used?**
  - **Would a young person be interested in this film?**
- **Relate the film to class discussions, readings, notes or knowledge. (Give plenty of detail)**
  - **Is the film historically (or factually) accurate and realistic?**
  - **Does it contradict or support anything you have learned?**
- **Summarize briefly emphasizing the strengths and weaknesses of the film.**

#### **Requirements:**

- Spelling and capitalization need to be correct.
- All papers must have a title page, be typed, double spaced with a 12 pt font.
- All pages must have appropriately sized margins.
- All papers must contain information detailed in the procedure section of these guidelines.

**Research Paper:** Each student will write a 3-page research paper over a topic in US History from 1877 to present, this paper should be in a research paper format and **NO LESS** than 3 pages, a works cited page should be included. Follow MLA formatting guidelines, including citations and a works cited page. Paper must be double spaced Times New Roman font, 12 points. Please review rubric for grading criteria. Before you write your paper, post your topic in the appropriate discussion board. This is to make sure you choose a topic that falls into the scope of this class. If you do not post in the discussion board and get your topic approved, you risk receiving a zero for the paper. You must use at least 3 sources.

**Oral Presentations:** Each student will create an oral presentation over the topic that you wrote your research paper over. You will not read the paper but give a presentation telling us what you learned about the subject. Students will create an oral presentation in FLIPGRID. Please follow the instructions in D2L.

## **Discussion Board:**

Students will create an oral presentation and upload a video link to the appropriate D2L discussion board.

Please follow instructions on uploading your video. There are instruction videos for linking your video to D2L. Please do not upload, please follow the video instructions.

**Responsibility Paper:** Students will pick a person or movement that fits into the time period of HIST 1302 – U.S. History from 1877 to present. Students will write a two-page typed paper on the Social and Personal Responsibility of the subject. The student must include a section in their paper discussing the social and personal responsibility of the individuals involved. Students will use primary and secondary sources for their paper. You must include a works cited page.

**Covers: Critical Thinking, Social Responsibility, Personal Responsibility, Communication**

Example: Harriet Tubman's decision to help runaway slaves, what are the consequences of her actions. What personal and social responsibility does she have and how does it influence those around her. (This is an example; your paper must be at least one page long)

Paper format: 12 pt Times New Roman font, double spaced, 1 page long

**Primary Source Assignment:** Primary documents are letters, newspapers, laws, or other forms of communication that occurred during the time period being studied. When studying the American Revolution, an example of a primary document would be the Declaration of Independence. Students have multiple choices for appropriate primary documents in each module. **Only write a summary on one (1) document per module.** Upload your summary where it says TURN IN PRIMARY SOURCE HERE.

I thought it would be beneficial to give you an example of how to write about a primary document. You should give a summary of the primary document. Some of the questions you could answer or include in your answer would be the following:

1. Who wrote the document and when was it written?
2. Who was the intended audience?
3. What was the purpose of the document?
4. What was one of the most important or most important line from the document?

The following represents a short student response to the primary document of the Declaration of

Independence:

Thomas Jefferson, the primary author of the Declaration of Independence, wrote his draft of this document in 1776. Although the Declaration was for the whole world, Jefferson's main audience was the king of England, George III. Jefferson's purpose was to announce to the world that the thirteen colonies were free and independent from Great Britain and that these thirteen colonies were forming a new country called the United States. The document is divided into different parts: the preamble or introduction, a list of grievances against the king, and a conclusion. Several of these grievances were later addressed in the Constitution and in the Bill of Rights - such as, not allowing soldiers to be quartered in homes without the consent of the homeowner and the right to have a trial by jury. Other notable grievances included Britain's taxation policies with no colonial representation in Parliament. Probably the most memorable line from the Declaration is, "we hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." It is ironic that when Jefferson wrote of liberty, he was a slave holder.

**Summaries should be at least one page excluding headings. Format is MLA standard, using Times New Roman 12-point, Double Spaced.** You may want to write a longer response depending on the length of the primary document. Each primary document assignment is worth 25 points. The primary documents are located in the link on the left margin under the heading of primary documents. Upload your paper where it says, "Turn in Primary Source." **Core Objective: Analyze and interpret primary and secondary sources.**

**Determination of Course Grade/Detailed Grading Formula: Total points for the semester will be 950 points.**

**Course grades** will be calculated as follows:

Syllabus Quiz.....	20 points
Introduction Discussion Video.....	30 points
Quizzes.....	100 points
Discussions .....	100 points
Primary Sources Papers .....	100 points
Responsibility paper.....	50 points
Movie Critique .....	50 points
Oral Presentation Research.....	50 points
Oral Presentation.....	50 points
First Exam .....	70 points
First Essay Exam .....	30 points
Second Exam .....	70 points
Second Essay Exam.....	30 points
Third Exam .....	70 points
Third Essay Exam .....	30 points

Final Exam..... 70 points  
 Final Essay Exam ..... 30 points

**Total Points .....950 points**

**Grade Scale:**

A (90 – 100% average)      855-950points  
 B (80 -89% average)        760-854 points  
 C (70 – 79% average)       665-759 points  
 D (60 – 69% average)       570-664 points  
 F (59% or below)            below 664 points

**Late Work, Make-Up, and Extra-Credit Policy:**

Students may turn in late work after the due date, but will receive -20 points initially, and at the professor discretion to implement -5 points per day. If the professor implements the -5 points per day for one student, it will be enforceable for ALL, no exceptions.

Make-Up- Students will be able to make up any work within a reasonable timeframe agreed upon, with proper written documentation. The documentation should be submitted to the professor prior to the student asking to make up the work. Special circumstances will be on a case-by-case basis. Ex. You have a doctor appointment on a test day, or you had prior travel plans, case by case basis.

Extra Credit Policy: There may be extra credit opportunities as the course progresses. Do not ask for extra credit as these opportunities will come around as they will. I do not negotiate extra credit. Any opportunities I give for extra credit or due dates for said extra credit are at my sole discretion and aren't up for discussion.

**Attendance Policy: Students will adhere to the TCISD policy on attendance.**

**Communicating with your instructor:** ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via D2L or other LMS)

	<b>Student Learner Outcome</b>	<b>Maps to Core Objective</b>	<b>Assessed via this Assignment</b>	
	1. Create an argument through the use of historical evidence.	Critical Thinking Skills	Paper	

2. Analyze and interpret primary and secondary sources.	Critical Thinking Skills	Paper	
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.	Critical Thinking Skills	Quizzes and Exams	
4. Develop, interpret, and express ideas on a History 1301-related topic through written communication.	Communication Skills	Paper	
5. Develop, interpret, and express ideas on a History 1302-related topic through oral communication.	Communication Skills	Oral Presentation Assignment	
6. Develop, interpret, and express ideas on a History 1302-related topic through visual communication.	Communication Skills	Oral Presentation Assignment	
7. Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Social Responsibility	Paper	
8. Evaluate choices and actions of others or one's own and relate consequences to decision-making.	Personal Responsibility	Progress Assessment and Paper	

**Academic Dishonesty:** Any incident of academic policy will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty such as cheating on exams is an extremely serious offense and will result in a **grade of zero** on that exam and the student will be referred to the Office of Student Conduct for the appropriate discipline actions. Using a previously written paper, even if it is your own, can be considered plagiarism. Contact your instructor before submitting a paper that you have previously written.

**Student Concerns:** If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Shinya Wakao at swakao@com.edu 409-933-8107

---

Course Outline: **Subject to change**

History 1302

United States History II

<b>Date</b>	<b>Topic</b>	<b>Assignments Due</b>
Week 1 – Module 1 (Dates)	Chapter 16: Capital and Labor	<b>Syllabus Quiz due 01-16-2024</b> <b>Discussion: Introductions due 01-17-24</b>
Week 2 – Module 1 (Dates)	Chapter 17: The West	<b>Quiz 1 due 01-19</b>
Week 3– Module 1 (Dates)	Chapter 18: Life in Industrial America	<b>Quiz 2 due 1-26</b> <b>Primary Source 1 due 2-2</b>
Week 4- Module 1 (Dates)	Chapter 19: American Empire	<b>Discussion: Haymarket Affair due 2-9</b> <b>Quiz 3 due 2-10</b>
Week 5- Module 2 (Dates)	Chapter 20: The Progressive Era	<b>Quiz 4 due 2-16</b> <b>Discussion: Triangle Shirtwaist due 2-17</b>
Week 6 – Module 2 (Dates)	Chapter 21: World War I & Its Aftermath	<b>Exam 1 Multiple Choice due 2-</b> <b>Exam 1 Essay due 2-25</b>
Week 7 – Module 3 (Dates)	Chapter 22: The New Era	<b>Quiz 5 due 3-1</b> <b>Responsibility Paper due 3-2</b>
Week 8 – Module 3 (Dates)	Chapter 23: The Great Depression	<b>Quiz 6 due 3-8</b>
Week 9 – Module 3 (Dates)	Chapter 24: World War II Chapter 25: The Cold War	<b>Quiz 7 due 3-15</b> <b>Primary Source 2 due 3-16</b>

<b>Date</b>	<b>Topic</b>	<b>Assignments Due</b>
Week 10 – Module 3 (Dates)	Chapter 26: The Affluent Society	<b>Discussion: WWII due 3-18</b> <b>Exam 2 Multiple Choice due 3-24</b> <b>Exam 2 Essay due 3-24</b>
Week 11 – Module 4 (Dates)	Chapter 27: The Sixties	<b>Quiz 8 due 4-5</b> <b>Primary Source 4 due 4-6</b>

<b>Date</b>	<b>Topic</b>	<b>Assignments Due</b>
Week 12 – Module 4 (Dates)	Chapter 28: The Unraveling	<b>Quiz 9 due 4-12</b> <b>Primary Source 3 due 4-13</b> <b>Discussion: Civil Rights due 4-14</b>
Week 13 – Module 4 (Dates)	Chapter 29: The Triumph of the Right	<b>Exam 3 – Multiple Choice due 4- 28 Exam 3 Essay due 4-28</b>
Week 14 – Module 5 (Dates)	Chapter 30: The Recent Years	<b>Oral Presentations due 5-3</b> <b>Research paper due 5-4</b> <b>Quiz 10 due 5-5</b> <b>Discussion: Election of 2000 due 5-6</b>
Week 15 – Module 5 (Dates)	Chapter 31: The Challenges of the Twenty-First Century	<b>Primary Source 4 due 5-07</b> <b>Movie Critique due 5-08</b>
Week 16 – Module 5 (Dates)	<b>Final Exam</b>	<b>Final Exam due 5-09</b> <b>Final Exam Essay due 5-09</b>

---

### **Institutional Policies and Guidelines**

**Grade Appeal Process:** Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook [https://www.com.edu/student-services/docs/Student\\_Handbook\\_2023-2024\\_v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2023-2024_v2.pdf). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor’s professional judgment of the quality of the student’s work and performance is also not an admissible basis for a grade appeal.*

**Academic Success & Support Services:** College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered

through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

**ADA Statement:** Any student with a documented disability needing academic accommodations is requested to contact Kimberly Lachney at 409-933-8919 or [klachney@com.edu](mailto:klachney@com.edu). The Office of Services for Students with Disabilities is located in the Student Success Center.

**Textbook Purchasing Statement:** A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1<sup>st</sup> 8-week session is February 28. The last date to withdraw from the 16-week session is April 22. The last date to withdraw for the 2<sup>nd</sup> 8-week session is May 1. The last date to withdraw for spring mini session is May 29.

**FN Grading:** The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

**Early Alert Program:** The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program, you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

**Resources to Help with Stress:**

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at [deanofstudents@com.edu](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).